DOCUMENT RESUME

ED 218 041 RC 013 446

TITLE Title I ESEA Migrant Education: State Annual Evaluation Report, Fiscal Year 1981 (School Year 1980-81).
INSTITUTION Idaho State Dept. of Education, Boise.
PUB DATE 81
NOTE 74p.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Academic Achievement; Cooperative Programs; Coordination; *Educational Objectives; Elementary Secondary Education; Enrollment; Family School Relationship; *Migrant Education; *Migrant Programs; Parent Participation; Program Effectiveness; Resource Centers; Staff Development; *State Government; *State Programs; Student Recruitment; Summer Programs; Workshops
IDENTIFIERS ESEA Title I Migrant Programs; *Idaho

ABSTRACT

The report reviews Idaho's Migrant Education Program, which served 6,786 migrant children in programs hosted by 33 districts during the regular term and 3,302 children in summer schools in 28 locations. Following a listing of national and state goals for migrant education is a summary of specific objectives stated in the State Plan, strategies used to attain these objectives, and the progress made in achieving the project goals. A narrative section provides an overview of the program, identification and recruitment efforts, the Migrant Student Record Transfer System, regular and summer school instructional program, the Migrant Education Resource Center, staff development, program evaluation, intrastate and interstate program coordination, information dissemination, and three special projects (Parent Advisory Council Handbook, Testing and Evaluation Committee, and Secondary Credit Accrual). Recommendations cover such areas as staff development, program continuity, the Skills Information System, parent involvement, and program evaluation. Appendices include tabular data on regular and summer term enrollments, home base frequency, home visitations, student and staff language dominance, geographic location of projects, arrival and departure schedule, and pupil growth by project performance objectives; plus Idaho migrant eligibility sample form, and the agendas and evaluations of various state education agency and Migrant Education Resource Center workshops. (NQA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED218041

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. L. Evans

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

JUL 1982
RECEIVED
ERIC/CRESS

TITLE I ESEA

MIGRANT EDUCATION

EVALUATION REPORT

FISCAL YEAR 1981

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

JERRY L. EVANS
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

BOISE, IDAHO

RC 013446

IDAHO STATE DEPARTMENT OF EDUCATION

TITLE I ESEA
MIGRANT EDUCATION

STATE ANNUAL EVALUATION REPORT
Fiscal Year 1981
(School Year 1980-81)

Migrant Education
Ardis M. Snyder, Coordinator

Donald J. Carpenter
Associate State Superintendent
Division of State-Federal
Instructional Services

Jerry L. Evans
State Superintendent
of Public Instruction

FOREWORD

The Idaho State Department of Education Migrant Program personnel wish to express their gratitude to the many dedicated Migrant Project Directors, Consultants, Resource Teachers, Tutors, Home-School Coordinators, Instructional Aides, Clerks, Secretaries and other staff, without whose efforts the enclosed results would not have been possible.

TABLE OF CONTENTS

INTRODUCTION. 1

NATIONAL GOALS. 2

STATE GOALS 3

PROGRAM STRATEGIES OF STATE OBJECTIVES. 4

NARRATIVE 9

OVERVIEW. 9

IDENTIFICATION AND RECRUITMENT. 10

MIGRANT STUDENT RECORD TRANSFER SYSTEM. 11

INSTRUCTIONAL PROGRAM 12

REGULAR SCHOOL TERM 12

SUMMER SCHOOL TERM. 13

MIGRANT EDUCATION RESOURCE CENTERS. 13

STAFF DEVELOPMENT 14

EVALUATION. 15

PROGRAM COORDINATION. 15

MIGRANT EDUCATION SPECIAL PROJECTS. 17

DISSEMINATION 18

SUMMARY AND RECOMMENDATIONS 18

INTRODUCTION

Most of what children are taught in school is concerned with "knowing." Migrant education is concerned also with understanding a different life-style and with making amends for the interruptions in educational growth which is the plight of migrant children. Hence, teachers with "feeling" as well as academic excellence are those who best serve the children of the families who work in Idaho's fields.

Idaho has valleys and plains that are among the most productive acres in the nation. Migrant workers have played an important role in the growth of the state's economy. Not only field work, but livestock, dairying, and the agricultural industries related to the crops grown, all have attracted migrant workers to Idaho.

Mexican-American workers from the lower Rio Grande valley have been coming to Idaho for nearly forty years. Some of them have made their homes in Idaho, continuing to work in the fields of both East and West Idaho as well as in neighboring states, especially Oregon and Washington.

Attending to the educational needs of the children of these workers is the responsibility of the Migrant Education Program of the Idaho State Department of Education. Operating with a plan that encourages local school districts to design ways of meeting the needs of the migrant children in their communities, the state office provides leadership for the thirty-eight school districts that conduct programs for the more than ten thousand migrant students during the regular school year and in the summer.

This report shows the modus operandi of these programs. It identifies the methods by which school personnel have tried to solve the problems created for children by frequent moves and, for many, by language and cultural differences. Included is information about the recently included emphases on vocational and career education, and on nutrition and health education. There is evidence in this report of student growth; perhaps it reflects the concern of teachers who care about understanding as well as about knowing.

NATIONAL GOALS

The goal of the national migrant education program is to establish and/or improve supplemental programs of instruction and of supportive services for the children of migratory workers. In order to provide a degree of continuity and coordination between states, the national program has developed comprehensive national goals, which must be implemented through each state program. Local projects must, then, incorporate national and state goals into their programs.

The priorities of the national program--the basis upon which the educational continuity of migratory children is assured--follow:

Specifically designed curricular programs in academic disciplines based upon migrant children's assessed needs.

Success oriented academic programs, career options and counseling activities, and vocational skills training that encourage migrant children's retention in schools and contribute to success in later life.

Communication skills programs which reflect migrant children's linguistic and cultural backgrounds.

Supportive services that foster physical and mental well-being, when necessary for migrant children's successful participation in the basic instructional programs, including dental, medical, nutritional, and psychological services.

Programs developed through interagency cooperation at the federal, state, and local levels.

A component for meaningful migrant parent involvement in the education of their children and in which the cooperative efforts of parents and educators will be directed toward the improvement of the migrant children's academic and social skills.

Staff development opportunities that increase staff competencies in the cognitive, psychomotor and affective domains.

A component to properly identify and enroll all eligible migrant children.

Preschool and kindergarten programs designed to meet migrant children's developmental needs and prepare them for future success.

Development, evaluation, and dissemination of information designed to increase knowledge of: program intent; intra- and interstate program development; contribution of migrants to the community; and total effect of the program.

The assurance that sequence and continuity will be an inherent part of the migrant child's total education program through: the development of a system which should facilitate the exchange of methods, concepts, and materials; and the effective use of the MSRTS component for inter- and intrastate communication in the exchange of student records.

STATE GOALS

In order to deal more effectively with the special educational needs of migrant students involved in Idaho's Migrant Education Program, the following goals have been emphasized:

To serve the interstate, intrastate, or 5-year provisional migrant children who are in Idaho during the regular school term or summer months.

To cooperate with the Migrant Student Record Transfer System, and provide leadership to the LEAs in utilizing all information available on records.

To continue to provide leadership in all levels of interstate cooperation.

To continue to provide leadership in assessing the cultural and linguistic backgrounds of the migrant children and to provide supplementary educational services appropriate to meet the individual needs, including those of children who do not speak English or those who have limited English language skills.

To provide leadership for effective parent involvement throughout the Idaho Migrant Education Program.

To continue to develop additional leadership through the Migrant Education Resource Centers.

To strive for continuous SDE and LEA staff development.

General goals and objectives as outlined in the FY 81 Idaho State Plan for Migrant Education have been accomplished. Results of specific objectives are reviewed in this summary on the following pages.

PROGRAM STRATEGIES AND ATTAINMENT OF STATE OBJECTIVES

Appropriate goals and objectives were stated in the FY 81 State Plan in specific and measurable terms. Each stated objective was attained, some to a greater extent. Determination of the progress was evident by monitoring reports to the LEAs made by the SEA Migrant staff. These reports supplemented by annual LEA evaluation reports and other activities sponsored and conducted by the state migrant staff and assisted by the Migrant Education Resource Centers provide a basis that each state objective has accomplished.

Many strategies were utilized while implementing the objectives. These strategies were projected into a calendar of activities which was continuous throughout the fiscal year.

State program objectives, strategies used to attain these objectives, and the progress made in achieving the project goals are as follows:

Objective 1. *By September 30, 1980, the home-school community coordinators assist in identifying and recruiting ninety percent of the migrant children enrolled in school districts in Idaho.*

Strategy: Continuous identification and recruitment process conducted throughout the year. Each LEA employed a home-school coordinator whose primary responsibility was the identification and recruitment of all eligible migrant students. These bilingual home-school coordinators had periodic inservice and assistance provided by the Migrant Education Resource Centers.

Achievement of the objective: This objective was fully attained as indicated by the identification and enrollment of children in the Idaho migrant education projects during 1980-81. Refer to Appendix, p. A-1.

Objective 2. *By September 30, 1980, the home-school coordinators will identify at least 100 migrant secondary dropout students and, at their request, assist them in continuation of their education. (Reenrollment or GED.)*

Strategy: The home-school coordinators were assisted by the Vocational Education consultant at each Migrant Education Resource Center to place the students in an appropriate program which maximized his/her potential and increased individual interest in completion of the program.

Achievement of the objective: This objectives was fully attained during 1980-81. 102 of these students were served through personal contacts and encouragement. Drop out prevention classes entitled "Life Skills" were taught by MERC vocational education consultants. *Coats Assessment program in Nampa generated interest as an alternative and served as a model for other district personnel. The additional services provided through the contract between the State Division of Vocational Education and the two Migrant Education Resource Centers have created choices for secondary students. With continued efforts coordinated with the staff and local agencies, more migrant students will receive the opportunity for much needed training and education.

*Comprehensive Occupational Assessments Training Systems (Nampa School District #131).

Objective 3. *By December 1, 1980 the State Department of Education and the Statewide Migrant Parent Advisory Council will continue to assist with leadership training workshops for LEAs and PAC chairmen as during FY 80.*

Strategy: The SEA Migrant Education staff, assisted by members of the statewide PAC and MERC personnel planned a one-day workshop.

Achievement of the objective: This objective was fully attained. To provide maximum benefit for involvement of parents at the local level, a time was selected prior to departure of "currently migrant" families. The statewide PAC Leadership Training Workshop was held November 5, 1980. 64 attended.

Objective 4. *By March 15, 1981, the Idaho Migrant Parent Advisory Council will advise the State Department of Education of recommendations for the FY 82 Idaho State Plan.*

Strategy: At the state PAC meeting, October 28, 1980, the FY 80 State Plan was discussed and later a draft copy of the FY 81 State Plan was distributed and only positive comments were received.

Achievement of the objective: This objective was accomplished.

Objective 5. *By October 1, 1980 each LEA operating a regular term migrant project will have an operational plan for involvement of all interested parents of migrant students.*

By May 1, 1981 each LEA operating a summer migrant project will have an operational plan to involve all interested parents of migrant students.

Strategy: Each LEA submitted a proposed plan for migrant parent participation in the project application. This later became a part of the monitoring plan.

Achievement of the objectives: These objectives were achieved to a greater extent in some local communities than in others; however, efforts were made in all LEAs to accomplish the objectives for parent participation.

Objective 6. *Objectives for inservice:*

To improve educational opportunities for Idaho migrant students by providing orientation and awareness sessions for adults and staff who are "new" to the program.

To provide pre- and inservice projects which are continuous and varied throughout the regular and summer term.

Strategy: Continuous inservice was provided by SEA and/or MERCs throughout the fiscal year 1981.

Achievement of the objectives: These objectives for inservice were accomplished. For detail, refer to A-11 through A-40.

Objective 7. Individualized Instruction:

Provide the opportunity for each migrant child to improve communication skills necessary for varying situations.

Provide specially designed programs in the academic disciplines (oral language development, reading, math, and other academic endeavors) that will increase the migrant child's capabilities to function at a level equal to his potential.

Provide specially designed activities which will increase the migrant child's social growth, positive self-concept and group interaction skills.

Provide programs that will improve the academic skills, prevocational orientation and vocational skill training for older migrant children.

Provide the migrant child with preschool and kindergarten experiences geared to his psychological and physiological development that will prepare him to function successfully.

Utilize all services of the Migrant Student Record Transfer System.

Strategy: Local project planning teams are made aware of the state goals expressed in this objective. Local objectives are being stated in a form that yields more academic data.

Achievement of the objective: Data shows goals were met in regular year and summer academic programs at rates ranging from 82 percent in regular year math programs to 90 percent in summer reading programs. Complete data is charted on page A-10.

Objective 8. Idaho will host the Western States Conference for Migrant Education, February 17-19, 1981 in Boise.

Strategy: Plans were originally made prior to change of hotel ownership. Later, it was evident that it would be advisable to move the location. Idaho and Oregon cohosted the conference in Portland at the Portland Hilton, February 8-12, 1981.

Achievement of the objective: Objective accomplished by making changes listed above.

Objective 9. Three most important objectives of the Idaho Migrant Education Program are:

(a) To identify and recruit all eligible migrant students;

(b) To provide a program of individualized instruction for all qualifying migrant students, and specifically addressing the dropout rate of secondary migrant students;

(c) *To provide leadership in staff development activities for school personnel, including an emphasis on utilization of MSRTS, Skills Information System and parental involvement.*

Strategy: Each of the above objectives has been identified and discussed in previous Objectives 1 - 8.

Achievement of the objectives: These three most important objectives have been accomplished.

Objective 10. By September 1, 1980, agreements between Idaho Vocational Education Agency and the two MERCs will be finalized to improve coordination of secondary services for limited-English speaking migrant students.

Strategy: Preliminary discussions were held with SEA Migrant Education staff, SEA Federal Programs Administrator, Vocational Education Director, Supervisor and MERC directors which resulted in contract negotiations between the Director of Vocational Education and the two centers for part-time counselors who served migrant students of the respective areas during 1980-81 term.

Achievement of the objective: The objective was fully accomplished. The counselors' positions were renewed for the 1981-82 term. Reference to this component was made in Objective 2.

Objective 11. By September 1, 1980, the SEA Accreditation Supervisor, Pupil Personnel Consultant and Migrant staff will meet with secondary principals and statewide credit accrual committee to promote a maximum use of credit accrual for interstate migrant students.

Strategy: Plans were as stated in the objective, as well as working with each LEA to accomplish that objective.

Achievement of the objective: The objective was accomplished. Regional meetings were held on September 10 and 11, 1980. Many activities throughout the year promoted and improved communication and transmittal of credits for secondary students. As a result, three times as many migrant students graduated from high school (51 in 1981, 17 in 1980).

Objective 12. The Idaho Migrant Education staff will monitor all migrant education projects at least once during regular school term and at least once during summer.

Strategy: Both program and fiscal records were reviewed for compliance with federal regulations and in conjunction with the LEA application. Other visits were made as required in order to provide technical assistance to the local projects.

Achievement of this objective: This objective was fully attained. All completed monitoring instruments and other pertinent data are filed in the SEA Migrant office.

Objective 13. *A dissemination consultant at each resource center will coordinate with the Idaho Migrant Education Program in all areas of dissemination. Upon request, the dissemination consultant and graphic artists are available for technical assistance in preparing LEA dissemination materials.*

Strategy: The SEA Migrant Education staff, MERC directors, and dissemination consultants have coordinated projects through FY 81 to provide pertinent information about Migrant Education in Idaho.

Achievement of the objective: The objective was accomplished. Several informative displays were provided at appropriate state, local, and civic meetings; slide/tape presentations, the "Idaho Story" and other brochures were prepared and distributed. The MERCs coordinated materials for an Idaho display at the Western States Migrant Education Conference in Portland, Idaho Trustees meeting, State PAC meetings, State Regional Migrant Education Administrators' meetings, and regional workshops.

NARRATIVE

OVERVIEW

The purpose of Idaho's Migrant Education Program reflects the main goal of the national migrant program; that is, to meet the special educational needs of migrant children. Because the children of migratory workers accompany their parents in moving from one state to another and/or from one school district to another, following or in search of seasonal work, the children have a high rate of absenteeism. Consequently they are academically two years behind their peers, on a national average, and have a higher dropout rate than nonmigrant students.

Idaho's Migrant Education Program addresses the special educational needs of Mexican-American, Spanish, Native American, Laotian and Vietnamese, as well as Anglo migrant children. Idaho served 10,088 such children during fiscal year 1981. Most of their parents are involved in Idaho's major industry, agriculture.

The total number of Idaho school districts involved in migrant education is growing. In FY 81, 33 districts hosted programs during the regular school year, and children from 39 districts were served. Forty districts sent children to summer schools in 28 locations.

The emphasis of both regular year and summer school program is academic; reading, mathematics and oral language are highlighted. An increasing number of districts is hiring resource teachers, who diagnose and prescribe for migrant students at elementary and secondary levels, and who supervise the instructional aides. The resource teachers thereby provide an individualized instructional program, supplemental to that of the basic program offered by the district. Twenty-six districts now have at least one resource teacher. There are 38 full-time and 19 part-time resource teachers for regular term. In the summer, three school districts provided evening summer programs for secondary students which involved 13 school districts. One district conducted a day program for teenagers. Two hundred twenty-one students earned secondary credit by attendance in these summer teenage programs, through the Credit Accrual Program. These efforts are reflected in the increase in the number of migrant and formerly migrant students who are graduating from high school, a total of 129 graduates in 1981. See page 17 for complete data.

The Idaho State Department of Education provides a leadership role to local school districts for the planning and implementation of supplemental programs, which appropriately address the special needs of migrant children. Each district with a Migrant Education project annually prepares and submits an application to the State Department of Education Migrant Program. Such applications must be approved by the SEA, and resulting projects are then provided with technical assistance and are monitored by the SDE Migrant Education staff.

Examples of program components coordinated by the SEA Migrant Program are (1) English as a Second Language, when appropriate; (2) bilingual services, as appropriate; (3) parental involvement, for which statewide workshop was

offered; (4) tutoring for secondary students; (5) the Credit Accrual Program for secondary students; (6) The Early Prevention of School Failure, for which one S.E. MERC consultant has received the intensive training in Peotone, Illinois; (7) inservice programs and workshops for migrant personnel, many of which workshops are hosted by the Migrant Education Resource Centers in Nampa and in Rupert; (8) other services provided through the MERCs, including resource libraries, curriculum consultation, consultation in identification and recruitment, production services, nutrition, vocational education, and career education.

Because of the Migrant Education Program, and because of the dedication of migrant teachers and other staff, migrant students are making progress. A greater number of students are staying in school and more are graduating. See page 17. Some have even gone on to college and returned to work in Idaho as certified teachers. Currently, a study is in progress which will identify and document successes for which data is available.

In 1965, with the inception of ESEA Title I for disadvantaged children, the migratory agricultural workers and their families were under the Office of Economic Opportunity poverty program. By November 1966, however, school-age children were transferred into Title I as a special category of "Disadvantaged," which category was funded separately.

The program in Idaho has grown during the 13 years of its existence, from the initial funding of $121,000 to $3,136,292 for FY 1981. The program evolved from provision of summer school sessions only to include professional assistance during the regular school year at both elementary and secondary levels.

IDENTIFICATION AND RECRUITMENT

The goal of the Identification and Recruitment program is to locate the target population eligible for the Migrant Education Program and to ensure that the eligible student population is in school where students may benefit from the assistance available through the program.

In the State of Idaho the actual Identification and Recruitment effort is primarily conducted at the Local Education Agency level (school district). At the Local Education Agency level the person most directly involved in the Identification and Recruitment function is the Home-School Coordinator. The Home-School Coordinator is especially prepared for the task. First, every effort is made to employ a person who is familiar with the language differential, since the majority of the migrant population in the State of Idaho is Spanish dominant. To further prepare the Home-School Coordinator, training sessions are conducted by the Migrant Education Resource Center's (MERC) Identification and Recruitment Consultant on a periodic and ongoing basis. The sessions provide information on the latest changes and developments in Migrant Education.

Besides identifying eligible students and obtaining the necessary parent signatures for the "Certificates of Pupil Eligibility," Home-School Coordinators assist families in accessing the various services of the schools and/or other appropriate community agencies, in order to encourage the fuller participation of migrant students and their parents in their communities. Refer to Appendix, p. A-4a.

The Forms in Use

.Migrant Student Record Transfer System Form
.Migrant Student Medical Transfer Form
.Skills Information System Form
.Migrant Enrollment Form
.Certificate of Pupil Eligibility
.Migrant Academic Update and/or Withdrawal Form
.Migrant Medical Update Form

Idaho has used available MSRTS reports as tools for state, regional, and local management. The Resource Centers staff members review the appropriate reports and assist Project Directors and the Home-School Coordinators in utilizing them to check and improve their identification and recruitment efforts.

MIGRANT STUDENT RECORD TRANSFER SYSTEM

Known as MSRTS, this nationwide computer network maintains accurate, up-to-date records on the health and academic status of migrant students. More than one million children throughout the United States and Puerto Rico have benefited from the MSRTS since the system concept was originated in 1969. More than 14,000 schools provide and receive information from the program.

In Idaho, as in any participating state, a key figure in this massive exchange of information is the terminal operator (TO). This highly-trained specialist operates a teletypewriter that is in direct contact with the central data bank in Little Rock, Arkansas. The TO receives student information from local school officials, translates the information into the format required by the computer, and sends the data to Little Rock. New information is added as the student progresses. When the student migrates and must enroll in a new school, the enrolling school may request a student profile, which is then transmitted through the TO and made available to the school officials. These computer profiles contain academic data which includes student participation in special programs, special interests, academic testing, school attendance, migratory patterns, and medical history. The release of information is always done in accordance with federal laws governing privacy rights of the individual.

The computer terminals for Idaho are located at the two migrant education resource centers within the state. The Rupert terminal maintains computer profiles on all migrant students in eastern and southeastern Idaho, while the Nampa terminal provides the same service for southwestern Idaho. Each terminal is operated by two TOs.

The MSRTS is crucial to the educational future of migrant children. Increased educational continuity and improved health care have come about since the inception of the program. The educational future of Idaho migrant students is much brighter as a result of state participation in the MSRTS.

The Skills Information System (SIS) supplements the MSRTS data with the individual student's most recent progress and working level in the curricu-

lum areas of reading, math, oral Language and early childhood. The SIS was developed through several years of intensive interstate coordination. During 1980-81 the training sessions focused on the utilization process. Necessary student data will become more meaningful to classroom and resource teachers as the flow of information continues to increase.

During FY 1981, all Idaho Migrant Education personnel were trained to utilize the SIS and the transmittal forms ("log sheets"). Subsequently, classroom teachers and other LEA staff were involved in the training sessions. Inservice for utilization of the SIS/MSRTS data is continuous.

INSTRUCTIONAL PROGRAM

The Idaho State Department of Education received 33 applications for LEA migrant education projects during FY 1981. Two LEAs submitted additional proposals to provide supplemental services to the Migrant Education Program through the Migrant Education Resource Centers. Each of these applicant districts met the specific criteria as outlined in the FY 1981 Idaho State Plan.

Supplemental educational migrant student services are provided by LEAs during the regular school term and special summer school sessions.

A. Regular: The Idaho Migrant Program's instructional services vary according to the size of the school district, the number of migrant children enrolled, and the needs of those children. Districts do not all offer identical services. However, most districts with projects have a project director who supervises one or more resource teachers, a home-school coordinator, and one or more instructional aides. Seventy-nine percent of the districts with migrant projects have certified resource teachers. In some districts, the resource teachers teach in a "resource room". In other districts, they utilize regular classrooms or other sites. They use materials either purchased and/or prepared to address the specific needs of migrant children. Though teacher-pupil ratios vary from district to district, most resource teachers work with small groups and/or on a one-to-one basis.

The resource teacher's goal is to provide, through coordination and cooperation with classroom teachers and with the assistance of the instructional aides whom they supervise, individualized instruction and a learning environment enabling migrant students to master basic academic skills appropriate to their ages, grade levels and individual potentials. They also assist classroom teachers in understanding the migrant children and in providing quality instruction in their classrooms for migrant students.

Inservice for the resource teachers and other instructional personnel helps assure that goals are met. The State Department of Education, cooperatively with the Migrant Education Resource Centers, schedules presentations by qualified consultants (from Idaho and from other states). Besides curriculum and instructional expertise, guest consultants are chosen for their knowledge of the bicultural bilingual characteristics of Idaho's migrant population. Idaho's migrant education personnel are often invited to participate as presenters in workshops presented by other states.

Teacher awareness and understanding of the different problems in the education of migrant children has increased significantly. In addition to year-round inservice, regular term teachers benefit from participating in summer migrant programs where the total emphasis is on migratory children and their learning.

B. Summer School: The principal emphasis of the summer school sessions is academic, although cultural and other activities have been integrated into the curriculum, in order to address the need for improved self-concepts.

All summer school curricula included reading and math. Other classes offered showed a varied focus. For elementary students, such classes as language development (which was offered by almost all districts), writing (penmanship and mechanics), spelling, English as a Second Language, ESL, science, history and culture, health, nutrition, crafts, music, and swimming survival skills were included.

Five districts hosted evening teenage programs, with attendance from fourteen districts. In addition to many of the classes listed above, career awareness, home economics, photography, government, vocational classes, typing, and driver training were offered. Nampa, Glenns Ferry, Cassia County, were the host districts. Snake River #52 enrolled 16 secondary students in the summer day program, as those parents preferred to release them from fieldwork in order to attend school.

A major advantage of summer school programs is that they make possible teacher-pupil ratios which allow individual students more teacher-time through a program of success-oriented individualized instruction.

Evening programs for the migrant teenagers who work in the fields during the day have been sponsored by District #131 in southwest Idaho and by District #151 in southeast Idaho. Both are multi-district programs, drawing students from a number of adjoining or nearby districts. They have made efforts to offer courses which will meet secondary requirements in both Idaho and home base schools in other states. Exchange and accrual of secondary credit has become an item of national concern; Idaho has played a leadership role in this effort. Data on the two programs mentioned is in the appendix, page A-1.

District #192, in a more remote location, has included an evening program when student interest warranted. Thirty-eight students attended during the summer of 1981; 11 of them earned academic credit for their work.

MIGRANT EDUCATION RESOURCE CENTERS

Each local school district has in addition to the assistance provided by the State Department of Education, supportive assistance through the Migrant Education Resource Center. These regional support centers, which have already been mentioned and especially in regard to the role of Staff Development, provide supplemental services to the Migrant Education Program for both LEA and SEA levels of operation. The S.E. Migrant Education Resource Center is located in Rupert and the Minidoka School District #331 serves as fiscal agent. This center serves southeastern and southcentral Idaho. The South West Migrant Education Resource Center is located in Nampa with Nampa School District #131 as fiscal agent.

A priority of MERC services is maintenance of the Migrant Student Record Transfer System terminal at each site. Two full-time terminal operators at each center transmit data to the National Migrant Data Bank in Little Rock, Arkansas.

Educational services offered by the MERCs include experienced, bilingual consultants who are available for individual conferences or to present appropriate onsite workshops to groups of teachers. These educational consultants have, through their expertise in diagnosing and prescribing for the limited or non-English speaking child and through knowledge of appropriate teaching techniques, inspired most Idaho districts with migrant projects to hire qualified resource teachers with similar backgrounds.

Each Migrant Education Resource Center has a professional lending library of curricular materials, including books, kits, cassette tapes, films, filmstrips, etc., selected especially for use with migrant students. The curriculum consultants recommend and assist with the selection and preparation of relevant materials.

Local production services of the MERCs further augment the instructional services. Materials designed by innovative resource teachers to meet specific local migrant needs are produced by a skilled staff. Photographic and artistic skills, video and audio tapes, mounting and color processing, are some of the services provided by the Graphics/Production Department, which services extend and enrich classroom activities for migrant students.

Two special curriculum grants were continued in FY 81. A Vocational Education grant funded a consultant at each site who helps to identify the migrant students who were actual or potential dropouts and guides them into appropriate vocational education courses or assists them in finding part-time employment.

Another grant from the United States Department of Agriculture via the State Office of Nutrition Education enabled the MERCs to develop a library of nutrition-health materials and thus promote healthful nutrition among parents, students, and teachers.

MERC consultants have demonstrated a personal interest and concern for the potential dropout. They have provided appropriate resources for school counselors. Career awareness sessions have been presented. Every opportunity is taken to give encouragement to high-risk students as well as to provide knowledge of available programs for financial aid to the college-bound. In addition, a career education mini-grant provided a career information workshop for parnets of secondary migrant students.

STAFF DEVELOPMENT

The Idaho Migrant Education Program has developed a comprehensive staff development component. A variety of local, regional, and state workshops are planned by the State Department of Education and the two Migrant Education Resource Centers to meet the inservice needs cited in local project applications. The inservice meetings also disseminate information about national migrant goals and interstate projects which apply to the Idaho program.

Boise State University has inaugurated a bilingual program which has drawn its recruits mostly from among the instructional aides working in migrant programs in southwest Idaho. The long-term results of this baccalaureate program will benefit migrant education in Idaho. No other higher educational institution in Idaho has addressed the special needs of migrant educators.

Both Migrant Education Resource Centers have curriculum experts and competent bilingual staff who have broad experience in planning as well as in presenting teacher and aide inservice. The variety of services they provide in both formal and informal settings is reflected in the positive rating given the resource centers by the local district personnel. Lists of inservice given by MERC personnel are included in the appendix, page A-11 and 12.

EVALUATION

Pupil mobility is a fact of life for evaluators of migrant programs, a fact that makes it inadvisable to attempt to measure student progress using a pre-post test model. In addition, the cultural and linguistic differences which are also a fact of life for a large percentage of Idaho's migrant student population makes the use of scores on standardized tests inappropriate.

An alternative to collection of pre-post test data is the extended use of the Skills Information System. Skill achievement in the areas of reading, math, oral language, and early childhood development will be recorded for all migrant students beginning in September 1982. National committees are currently planning the training procedures to enable teachers to make maximum use of the skills data. Idaho has played a leadership role in developing the forms for efficiency and utility, and hopes to experiment with using skill attainment as a measure of student growth when the system becomes an operable part of the national migrant student transfer record system.

Another alternative to conventional test data for evaluative purposes was suggested to director's of local district migrant projects. Behavioral objectives, based on need and quantitively measurable, written into project proposals yield data which can meaningfully reflect the successes of the academic program. Twenty districts followed the suggestion for their regular year programs, with an average success rate of 88 percent in reading, 81 percent in math, 84 percent in language development, and 77 percent in ESL. Eight districts attempted the same type of objective statements for their summer programs, with average rates of 90 percent in reading, 84 percent in math, 85 percent in language development, and 99 percent in ESL. Complete tabulation showing the range of percentages is charted in the appendix, page A-10.

PROGRAM COORDINATION

Program coordination and cooperation are vital components of the Migrant Education Program, at both the state and local levels, on both intra- and interstate bases. Coordination between appropriate agencies and/or other groups is essential, in order to meet the intensive and extensive needs of migrant children due to the migrant lifestyle.

LOCAL COORDINATION
FY 1981

Programs	Participating Projects
SEA Foodservices (USDA)	29 (24 summer)
Title I ESEA	33
Special Education	27
Health Services	22
Vocational Education	18
Career Education	21
Counseling	25
Instructive TV	9
MERC Services:	
Workshops/Inservice	33
Curriculum Consultants	33
Library Resources and Materials	33
Film Library	32
Graphic/Product	28
Nutrition	21
Testing	23

Other agencies and/or individuals have contributed time, funds, etc., for assisting migrant children and their families. Their assistance is appreciated.

Intrastate coordination involves communication between and among districts as they share responsibility for shared students. This is assured through participation in statewide and regional meetings, efforts by SEA staff, and the transfer of curriculum materials, teaching techniques and ideas, onsite visitations and exchange of secondary credit.

Interstate coordination was extensive in FY 81. Some staff development activities previously mentioned also are classified as "Interstate." Among various methods used to assure interstate cooperation were:

Migrant Student Record Transfer System (MSRTS Committee).
Texas Interstate Teacher Exchange. A secondary principal, two secondary counselors, four ESL teachers and a P.E. teacher assisted summer evening programs.
Idaho cohosted Western States Migrant Education Conference, Portland, Oregon, February 9-12, 1981.
National Migrant Education Conference, Chicago, Illinois, April 29 - May 2, 1981.
Arizona team of twelve educators visited the Idaho Migrant Education Program and LEA projects, April 20-24, 1981.
Idaho has been represented on the National Directors of Migrant Education Executive Committee, FY 76-77, FY 79-81.
Idaho has been represented on the Education Commission of the States Interstate Task Force for Migrant Education, FY 76-81.

Idaho has encouraged attendance and participation in appropriate out-of-state curriculum and MSRTS workshops by selected LEA, MERC and State Department of Education personnel.

MIGRANT EDUCATION SPECIAL PROJECTS

Parent Advisory Council Handbook: During 1980-81, a committee composed of SEA migrant staff, statewide PAC members, and LEA representation developed a practical Spanish/English Handbook for local PAC utilization. It was distributed and reviewed at the statewide PAC Leadership Workshop, November 5, 1980.

Testing and Evaluation Committee: In October 1979, a statewide committee was formed of SEA migrant staff, LEA migrant resource teachers, a director and MERC representatives to study placement and evaluation of migrant students in the Idaho Migrant Program. Goal and objectives were: (1) to gather input from professionals with backgrounds in testing; (2) to gather input from professionals familiar with migrant students; (3) to review available tests in order to determine appropriateness; and (4) to recommend alternatives to migrant educators.

The mobility of the children, the variety of their ethnic backgrounds and their proficiency, or lack of proficiency, in English and their native languages present problems unique to the Migrant Education Program, problems which call for special methods of evaluating the progress of migrant students.

Secondary Credit Accrual: Idaho has been involved actively in promoting the accrual of credit for the mobile secondary student. With Idaho representation on the Executive Board for National Association of Secondary School Principals and the National Committee for Secondary Credit Accrual for Migrant students, Idaho will continue to strive for accomplishment of this goal.

Results of the past three years emphasis on secondary students is showing results. The number of migrant students who graduate from high school in the 80-81 school year was 51, three times the total of 17 for the previous year. Further examination of high school graduates shows that 77 were former migrants. GED requirements were completed during the year by 24 migrant students.

High School Graduates

1980-81

	Graduates
Currently Migrant Students	52
Formerly Migrant Students	77
Total	129
GEDs completed by migrant and formerly migrant students	24
Total	153

DISSEMINATION

Dissemination of program information at the local level included news releases to local newspapers, coverage by local radio and television stations, reports to local boards of education, PACs, parent groups and civic organizations. Slides and tape recordings were presented and newsletters were distributed.

At the SEA and regional levels, the newsletters, *Communique* from the S.W. MERC and *El Puente*, S.E. MERC, were distributed for the Idaho Migrant Education Program to local migrant project directors, school superintendents, advisory council members, personnel in the State Educational Agency, state directors, and U.S. Department of Education. Additional news releases from the Office of Public Information were included in *Idaho News & Reports* and also sent to newspapers, radio and television stations. The SEA Migrant staff participated in the state agency's information series which is telecast on Instructional TV, Channel 4, KAID.

SUMMARY AND RECOMMENDATIONS

All available information indicates that the Idaho Migrant Education Program is adequately meeting the legislative requirements and the national program objectives. It is meeting the state goals for the program and has developed an effective procedure of delivering services to eligible migrant children through supplementary services provided by the local education agencies.

Priorities set the emphasis and objectives give the focus to the state program. Individual LEA evaluation reports combined with monitoring instruments, recommendations made by U. S. Department of Education, SEA, LEAs and MERCs provide constructive feedback and guidance for future program improvement. It should be noted that specific recommendations for individual migrant education projects were made in the SEA's evaluation of the local project. These recommendations are included in the monitoring instruments prepared for each of the LEAs.

The SEA migrant staff should continue to provide leadership and to seek improvement in the continuity of educational programs for migrant children. The first priority of the state program is quality program continuity. Participation in the Migrant Student Record Transfer System, participation of state and local projects at the Western States Migrant Education Conference, attendance of the state migrant education program coordinator at other regional and national conferences, and the utilization of out-of-state consultants in SEA-sponsored workshops contribute significantly toward the leadership role of program continuity.

Among program continuity components, the programs for secondary students should receive a special emphasis. Improvements are evident, but change is slow. Through SEA and MERC support and perseverance, awareness continues to improve and opportunities expand. Strong recommendations will continue for secondary schools to improve and individualize educational services to the migrant students. Coupling these improvements with acceptance and open communication lines for credit exchange, then educators will provide the

secondary student with a realistic credit accrual which will be transmitted on the revised MSRTS form. Hopefully, this will be operational by September, 1982.

The Skills Information System will be the greatest single activity to provide the meaningful linkage in educational continuity for migrant children as they move from state to state. This phase of improvement within the MSRTS data must have state and local support as it is refined and improved. Idaho has provided leadership in the development of a practical delivery system and will continue to improve details and reduce the time factor. Continuous inservice must be available for new personnel to ensure full participation.

The Idaho Migrant Education Program should continue to explore and use effective evaluation procedures as appropriate for migrant children. Recommendations from the Evaluation and Testing Committee will provide a practical review of appropriate materials. The SIS data will allow more flexibility of evaluation information especially when continuity of pre- and post-test data is not available at one location.

Parental involvement and Parent Advisory Committees will continue to be a priority with the SEA Migrant Education Program. The statewide PAC has been in operation for two years. During this period of time, it has provided valuable leadership in support of the program and an assistance and encouragement to the LEA projects and local PACs.

APPENDIX

FY 81 ENROLLMENTS A-1

REGULAR TERM A-1

SUMMER TERM A-1

S.E. IDAHO TERMINAL REPORT A-2

S.W. IDAHO TERMINAL REPORT A-3

HOME BASE FREQUENCY A-4

HOME VISITATION REPORT A-4

IDAHO MIGRANT ELIGIBILITY FORM A-4

STUDENT LANGUAGE DOMINANCE A-5

STAFF LANGUAGE DOMINANCE A-5

GEOGRAPHIC LOCATION OF PROJECTS A-6

ARRIVAL AND DEPARTURE SCHEDULE A-8

EVALUATION OF PUPIL GROWTH A-10

SEA AND MERC WORKSHOP AGENDAS A-11

REGULAR SCHOOL TERM

Elementary students served:	1	2	3	Total
Kindergarten	286	134	293	713
Elementary (1-6)	1,853	629	1,720	4,202
	2,139	763	2,013	4,915

Secondary students served:	1	2	3	Total
Junior High (7-9)	538	120	627	1,285
*Senior High (10-12)	191	55	340	586
	729	175	967	1,871

SUMMER TERM

Elementary students served:	1	2	3	Total
Preschool and Kindergarten	230	75	281	586
Elementary (1-6)	919	255	1,026	2,200
	1,149	330	1,307	2,786

Secondary students served:	1	2	3	Total
Junior high (7-9)	179	23	132	334
Senior high (10-12)	126	10	46	182
	305	33	178	516

* 129 migrant students graduated in May 1981.

SUMMER TEEN PROGRAMS' REPORTS ON CREDITS EARNED OR ACCRUED (Subject to approval by home base secondary schools)

District #131, total enrollment: 251
Students attaining passing grade (70 +)
in academic courses: 28
in nonacademic: 38

Total 66

District #151, total enrollment: 152
Students meeting minimum requirements
in academic courses: 47
in nonacademic: 102

Total 149

MIGRANT ENROLLMENT COUNT
1980 - 1981
MSRTS - Migrant Education Resource Center
Rupert, Idaho

		August - May				June - July				
Dist.	School	1	2	3	TOTAL	1	2	3	TOTAL	GRAND TOTAL
52	Snake River	36	14	80	130	27 ** 6	24 ** 2	54 ** 8	105 ** 16	235 ** 16
55	Blackfoot	91	21	134	246	25	18	56	99	345
58	Aberdeen	88	25	37	150	* Attended #381				150
59	Firth	20	22	65	107	* Attended #60				107
60	Shelley	16	8	46	70	14	7	67	88	158
91	Idaho Falls	93	38	127	258	57	19	95	171	429
151	Cassia	128	29	139	296	46 **117	10 ** 10	25 ** 18	81 **145	377 ** 145
215	Fremont	79	21	24	124	66	17	26	109	233
251	Jefferson	22	2	33	57	19	5	38	62	119
252	Ririe	7	11	9	27	* Attended #251				27
261	Jerome	25	18	23	66	11	2	4	17	83
262	Valley	85	77	222	384	50	42	135	227	611
321	Madison	44	16	32	92	* Attended #215				92
322	Sugar Salem	9	5	3	17	* Attended #215				17
331	Minidoka	152	29	176	357	132	11	83	226	583
351	Oneida	8	0	6	14	4 (tutored at home by teacher)			4	18
381	American Falls	61	25	34	120	69	24	35	128	248
411	Twin Falls	142	42	168	352	56	24	54	134	486
412	Buhl	64	6	32	102					102
418	Murtaugh	43	51	94	188	5	14	25	44	232
	Terminal Operator	16	6	8	30					30
	TOTALS	1,229	466	1,492	3,187	704	229	723	1,656	4,843

A-2

MIGRANT ENROLLMENT COUNT
1980 - 1981
MSRTS - Migrant Education Resource Center
Nampa, Idaho

		August 1980 - June 1981				June 1981 - July 1981 Summer School				
DIST.	MIGRANT STATUS	1	2	3	TOTAL	1	2	3	TOTAL	GRAND TOTAL
	SCHOOL									
131	Nampa	178	65	408	651	221	37	281	539	1,190
132	Caldwell	217	78	271	566	48	23	103	174	740
133	Wilder	177	49	199	425	73	15	114	202	627
135	Notus	33	4	22	59	Attended		#133		59
136	Melba	5	0	2	7	Attended		#131		7
137	Parma	122	40	41	203	Attended		#133		203
138	Scism	9	0	14	23	Attended		#131		23
139	Vallivue-Canyon	80	59	56	195	42	17	36	95	290
192	Glenns Ferry	139	19	53	211	74	10	31	115	326
193	Mountain Home	53	14	47	114	27	4	17	48	162
221	Emmett	8	0	22	30	13	6	27	46	76
363	Marsing	188	11	89	288	59	1	33	93	381
365	Grandview	70	24	69	163	35	2	7	44	207
370	Homedale	62	14	61	137	9	4	31	44	181
371	Payette	116	22	56	194	Attended		#372		194
372	New Plymouth	25	12	33	70	97	13	67	177	247
431	Weiser	136	32	96	264	43	0	25	68	332
	TOTALS	1,618	443	1,539	3,600	741	132	772	1,645	5,245

A-3

HOME BASE FREQUENCY

Migrant students enrolled in Idaho schools during FY 80, indicated home bases as follows:

Home Base	Frequency
Texas	1007
Mexico	178
California	115
Arizona	93
Oregon	57
Washington	40
Utah	37
Others (Colorado, Florida, Montana, Michigan, Wyoming, North Mexico, Illinois, Arkansas, Wisconsin, Pennsylvania, Nebraska, Canada, Guatemala, Cambodia)	123

Home Visitations:

	Regular	Summer	Total
Directors	213	65	278
Home-school Coordinator	3,649	824	4,473
Resource Teacher	300	14	314
Classroom Teachers	219	48	267
Nurse	277	102	379
Instructional Aides	195	14	209
Other	-0-	-0-	141
	4,853	1,067	6,061

BEST COPY AVAILABLE

BEST COPY AVAILABLE

STATE OF IDAHO
CERTIFICATION OF PUPIL ELIGIBILITY — CERTIFICACION DE ELEGIBILIDAD DE ESTUDIANTES

Last Name - Apellido	Father - Padre	Mother - Madre	Present Idaho Address - Dirección actual	City - Ciudad	State - Estado	Telephone - Teléfono

Most recent date arrived in Idaho Fecha más reciente que llegaron a Idaho	Most recent date arrived in school district Fecha más reciente que llegaron al distrito escolar	Last previous address Dirección anterior	City Ciudad	State Estado	Home base [permanent address] Dirección permanente	Street Calle	City Ciudad	State Estado

CHILDREN ENROLLED - NIÑOS MATRICULADOS Last name / Apellido	First / Nombre	Middle / Segundo Nombre	Date enrolled in school / Fecha de matrícula	Boy / Niño	Girl / Niña	Date of Birth / Fecha de nacimiento	Ver	Age / Edad	BIRTHPLACE - LUGAR DE NACIMIENTO City / Ciudad	County/Country / Condado/País	State / Estado	School / Escuela	Grade / Grado	IF ENROLLED IN MSRTS Student No	MNE

( ) **INTERSTATE:** Did the child, within the past year, cross a STATE line with his parent or guardian in search of employment in AGRICULTURE ( ) or COMMERCIAL FISHING? ( ) [Check One]

( ) **ENTRE ESTADOS:** ¿Se ha movido el niño, con sus padres o guardián, de un ESTADO A OTRO durante el año pasado en busca de empleo AGRICOLA ( ) o PESCA COMERCIAL? ( ) [Anote uno]

( ) **INTRASTATE:** Did the child, within the past year, cross a SCHOOL DISTRICT line with his parent or guardian in search of employment in AGRICULTURE ( ) or COMMERCIAL FISHING? ( ) [Check One]

( ) **DENTRO DEL ESTADO:** ¿Se ha movido el niño, con sus padres o guardián, de un DISTRITO A OTRO durante el año pasado en busca de empleo AGRICOLA ( ) o PESCA COMERCIAL? ( ) [Anote uno]

( ) **FORMERLY MIGRATORY:** A child who has been an interstate or intrastate migrant as defined above, but who along with his parents or guardian has ceased to migrate within the last six (6) years.

( ) **ANTERIORMENTE MIGRATORIO:** Un niño que ha sido migrante de fuera del estado, o dentro del estado, pero junto con sus padres o guardián ha dejado de moverse dentro los últimos seis (6) años.

_____ Most recent date family moved across a school district boundary in search of employment in agriculture and/or fishing

_____ Fecha más reciente en que la familia se movió de un distrito a otro en busca de empleo agrícola y/o pesca

PREVIOUS School District	City	State
PREVIO Distrito Escolar	Ciudad	Estado

I hereby grant permission for my child to receive medical care by a physician if such emergency treatment becomes necessary. YES_____ NO_____

Doy mi permiso para que mi niño o niña reciba atención médica en caso de emergencia. SI _____ NO_____

I hereby grant permission for my child to participate in educational activities for the school year 19____ - 19____ and/or summer. YES_____ NO_____

Doy mi permiso para que mi niño o niña participe en actividades educativas del año escolar 19____ - 19____ y/o en el verano. SI _____ NO_____

The MIGRANT STUDENT RECORD TRANSFER SYSTEM has been explained and is understood by me. I know that my child's record will be made available for me to see and obtain if I so desire. I understand further that this record will be transferred to other schools in which my child intends to enroll. I therefore grant permission for my child to participate in the Migrant Student Record Transfer System, thus receiving maximum educational opportunities. YES_____ NO_____

Se me ha explicado y entiendo el SISTEMA DE INTERCAMBIO DE INFORMACION DE ESTUDIANTES MIGRANTES. Si yo deseo, sé que el registro de mi niño/a estará a mi disposición para revisarlo o para obtenerlo. Además de eso entiendo que este registro será enviado a otras escuelas a las cuales mi niño/a desee asistir. Doy mi permiso para que mi niño/a participe en el Sistema de Intercambio de Información de Estudiantes Migrantes para que reciba el máximo de oportunidades educativas. SI_____ NO_____

Signature of school representative initiating this enrollment and verifying migrant status of the above student[s]	School submitting form	District	SIGNED [Head of Household] FIRMA [Jefe de Familia]	DATE FECHA

S.D.E. FY 81
IDAHO MIGRANT EDUCATION PROGRAM

DISTRIBUTION OF COPIES: WHITE Terminal Office; YELLOW District Office or H.S.C.; PINK School File

A-4a

32

33

LANGUAGE DOMINANCE

	Percentage	Total
Spanish Only	.077	616
Spanish Dominant	.186	1,492
Bilingual	.354	2,829
English Dominant	.159	1,280
English Only	.208	1,659
Other Language Dominant	.016	126
		8,002

LANGUAGE DOMINANCE OF STAFF

Bilingual Staff	106.5
Non-Teaching Staff	138
Migrants in Program	36
Former Migrants in Program	108

STATUS OF MIGRANT STUDENTS SERVED

	1979	1980	1981
Category #1 Interstate	50%	45%	42.5%
Category #2 Intrastate	34%	13%	12.5%
Category #3 Formerly Migrant	16%	42%	45%

IDAHO MIGRANT ENROLLMENT FOR FIVE YEARS

TERM	*FY 1977	FY 1978	FY 1979	FY 1980	FY 1981
Summer	3,170	2,989	3,245	3,272	3,302
Regular	5,357	5,699	5,079	5,970	6,786
Total	8,527	8,688	8,324	9,242	10,088

*Drought conditions existed.

BLANK PAGE
DO NOT FILM

GEOGRAPHIC LOCATION

CONGRESSIONAL DISTRICT NUMBER IN NUMERICAL SEQUENCE	NAME OF COUNTY	NAME OF ADMINISTERING SCHOOL DISTRICT IN WHICH PROJECT OPERATED	REG.	SUM.
1	Canyon	Nampa #131	X	X
1	Canyon	Migrant Education Resource Center (Nampa #131)	X	X
1	Canyon	Caldwell #132	X	X
1	Canyon	Wilder #133	X	X
1	Canyon	*Notus #135	X	
1	Canyon	*Parma #137	X	
1	Canyon	Canyon #137	X	X
1	Elmore	Glenns Ferry #192	X	X
1	Elmore	Mountain Home #193	X	X
1	Owyhee	Marsing #363	X	X
1	Owyhee	Bruneau-Grand View #365	X	X
1	Owyhee	Homedale #370	X	X
1	Payette	*Payette #371	X	
1	Payette	New Plymouth #372	X	X
1	Washington	Weiser #431	X	X
1	Gem	Emmett #221	X	X
2	Bingham	Snake River #52 (Blackfoot)	X	X
2	Bingham	Blackfoot #55	X	X
2	Bingham	*Aberdeen #58	X	
2	Bingham	*Firth #59	X	
2	Bingham	Shelley #60	X	X

GEOGRAPHIC LOCATION (Cont.)

CONGRESSIONAL DISTRICT NUMBER IN NUMERICAL SEQUENCE	NAME OF COUNTY	NAME OF ADMINISTERING SCHOOL DISTRICT IN WHICH PROJECT OPERATED	REG.	SUM.
2	Bonneville	Shelley #60	X	X
2	Cassia	Cassia Co. #151 (Burley)	X	X
2	Fremont	Fremont Co. #215 (St. Anthony)	X	X
2	Jefferson	Jefferson Co. #251 (Rigby)	X	X
2	Jefferson	*Ririe #252	X	
2	Jerome	Jerome #261	X	X
2	Jerome	Valley #262 (Eden)	X	X
2	Minidoka	Minidoka Co. #331 (Rupert)	X	X
2	Minidoka	Migrant Education Resource Center (Minidoka #331)	X	X
2	Power	American Falls #381	X	X
2	Twin Falls	Twin Falls #441	X	X
2	Twin Falls	Buhl #412	X	
2	Twin Falls	Murtaugh #418	X	X

*Students are transported to a consolidated summer program.

PLEASE PRESS
DO NOT FILM

MIGRANT ARRIVAL AND DEPARTURE SCHEDULE

COUNTY	ARRIVAL	DEPARTURE	CROPS	OTHER
Canyon	Mid February thru April	September thru December	Hops Sugar Beets Potatoes Onions Seed Crops Corn Carrots Wheat Alfalfa Mint Orchards	J.R. Simplot Company Carnation Ore-Ida Crookhams Amalgamated Sugar Kits Mobile Symms Apple sheds
Elmore	Early March thru April	October-November	Potatoes Wheat Sugar Beets Onion Seed Alfalfa Beans Wheat Orchards Irrigation Pipe	Simplot Feed Lot Trailer Factory Dairy Individual Farm Operations Irrigation Line
Gem	1st Group June 10-15 2nd Group September 10	1st Group July 2nd Group October	Orchards	
Owyhee	End of February thru first part April	Late October	Onions Corn Lettuce Sugar Beets Beans Orchards	Dairies J.R. Simplot Company Carnation Seed Companies
Payette	August-September	December	Orchards Sugar Beets	Apple Packing sheds Onion Packing sheds

A-8

MIGRANT ARRIVAL AND DEPARTURE SCHEDULE

COUNTY	ARRIVAL	DEPARTURE	CROPS	OTHER
Washington	Late March- April	October- November 15	Sugar Beets Onions Potatoes	
Power and Twin Co.	April 1 September 30 October 1 March 1	July 30 November 30 February 15 November 30	Potatoes Beets Corn Fish Hatchery Wheat	Feed lots Processing plants
Fremont Jefferson Bonneville Bingham	April 1 August 30 July 1	May 30 November 1 November 30	Potatoes Corn Peas	Feed lots Processing plants
Fremont Sugar-Salem Madison	October 15	April 1	Woodcutting Potatoes	Feed lots Processing plants
Cassia	April 1	November 15	Potatoes Beans Beets Corn Wheat Barley	Feed lots Processing plants
Minidoka	March 15	November 1	Potatoes Beans Beets Corn Wheat Barley	Feed lots Processing plants

A-9

EVALUATION OF PUPIL GROWTH

BY PROJECT PERFORMANCE OBJECTIVES

1980-81 SCHOOL YEAR

Districts (20) using performance objectives	Percent of attainment in: Reading	Math	Lang. Dev.	ESL	Self-concept
#52	100			75	
55	95			95	95
59	175			64	
60	49	49		50	
131	75	75		75	90
132	96				
133	75	75		80	
139	100	90			
151	90		33		40
251		96	95		
261	86	81			
331	89	89			
351	80	85			
365	80	80	100		
370	60	60	90		
371	80	103	85		75
372	85	75			
412				100	
418	85	100			
431	80	80	100		
Average Percentages	88	81	84	77	75
Range of Percentages	49-175	49-103	33-100	50-100	40-95

1981 SUMMER SCHOOLS

60	86		67	100	
133	80	80	75		
139	85	90		100	
251	80	75	85		
331	100	75		98	
365	100	100	100		
411	85				
431	100	85	100		
Average Percentages	90	84	85	99	
Range of Percentages	85-100	75-100	67-100	98-100	

14 migrant personnel presented.

One conducted a pre-conference institute on the use of puppets for oral language development.

A ROCKY MOUNTAIN HIGH

Fifth
Rocky Mountain Regional Conference
International Reading Association

November 6-8, 1980
Boise, Idaho

"Get your HI in Boise!"

25 attended
Held at S.W. MERC

STATE OF IDAHO
DEPARTMENT OF EDUCATION
LEN B. JORDAN OFFICE BUILDING
BOISE, IDAHO 83720

JERRY L. EVANS
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

AGENDA FOR ADMINISTRATORS MEETING

February 24, 1981

Registration	8:30
Overview	9:00
Staff Development Intro plan for combined workshop	
MSRTS & SIS	
Enrollment and Sites	
Bilingual and PAC and Health	
Break	10:35 - 10:50
Objectives	
Lunch	11:50 - 1:15
Food Services	
Pages 15 and 16	
Informal Work Session	
Budget	
Closing Remarks	3:15 - 3:30

30 attended
Held at S.E. MERC

STATE OF IDAHO
DEPARTMENT OF EDUCATION
LEN B. JORDAN OFFICE BUILDING
BOISE, IDAHO 83720

JERRY L. EVANS
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

AGENDA FOR ADMINISTRATORS MEETING

February 26, 1981

Registration	8:30
Overview	9:00
Staff Development Intro plan for combined workshop	
MSRTS & SIS	
Enrollment and Sites	
Bilingual and PAC and Health	
Break	10:35 - 10:50
Objectives	
Lunch	11:50 - 1:15
Food Services	
Pages 15 and 16	
Informal Work Session	
Budget	
Closing Remarks	3:15 - 3:30

Spring Workshop March 28, 1981

IDAHO STATE DEPARTMENT OF EDUCATION
MIGRANT EDUCATION PROGRAM
ARDIS M. SNYDER COORDINATOR, MIGRANT EDUCATION

149 attended

8:30 - 9:00 REGISTRATION

9:00 - 10:00 KEYNOTE SPEAKER — Dr. Guillermina Engelbrecht - Setting Priorities in Migrant Education

	Pre-School	Elementary			Secondary			Food Services	Home-School Coordinators	Administration
10:15 11:15	Parents as First Teachers Doris Wright Linda Short Room 5L	Great Books for Little Kids Dr. Brenda Branyan Library	Using Reading/Writing Techniques in Content Areas Dr. Larry McMillin Room 10	Drama and Data Production Techniques with Hands-on and Read-outs (Secondary and Elementary) Steve Reilly Kevin Emmert Room 7	MMYTS - What's in it for Me? Glenna Cole Room 5A	Mini Counseling Techniques Wayne Farmer Lois Vondrell Room 3		Cultural Aspects of the Food We Eat Barbara Pyle Room 14	PAC The PAC Board - up - A Notion or a Bucket? Craig Ashton, Rick Schneider, Hollis Metcalf, Carol Meadows, Elizabeth Conover, Cathy Hansen Room 11	Summer Program Plans (Includes Food Services, Transportation, Nutrition, and Personnel) Ardis Snyder Martha Ames Stan Patterson Brent McDonald Room 1L
11:20 12:20	Why Early Prevention With Migrant Children? Pilar D. de Shelton Room 1R	Child Abuse Case: "Not Hired" "Are You Sure?" Sherryl Knop Araceli Cerda Room 9	Language Development in The Elementary Grades Dr. Guillermina Engelbrecht Library		ESL Rice, Borscht and Vegetable Soup... What's Your Stone Like? Rick Schneider Room 11	Career Information System Keith Pickett Zan Payne Teacher's Work Room		Feeding and Menus for Migrant Food Services Martha Ames Room 14	I and E Round/Slide Presentation MMYTS/MS Up-date Leon Johnson Room 5A	MMYTS The Director's Role and Responsibilities Glenna Cole Room 1L
12:20 - 1:00	**LUNCH BREAK**									
1:00 2:00	Health Screening for Early Childhood Janet King Helaine Wilson Room 9	Plugs-Mats Sharon Jonson Room 3	Skills Information System (Training for new personnel) Leon Johnson Room 5A	Eclectic Approach to Teaching Reading Elizabeth Conover Room 10	Training Techniques in Functional English Frank J. Cook Basic Skills Academy Room 4	Teenage Readers' and Books Dr. Brenda Branyan Library	Drama and Data Production Techniques with Hands-on and Read-outs (Secondary and Elementary) (Repeat) Steve Reilly Kevin Emmert Room 7	(cont.) Martha Ames Room 14	Public Relations Everyone's Responsibility Note: Teachers and Aides are encouraged to attend this special session Helen Williams Room 11	An Hour of Sharing Teachers as Counselors Trying Moderators: Wayne Farmer, Lois Vondrell, Pilar D. de Shelton, Shirley Vondrell 1L
2:10 3:10	Language Development for Pre-School Children Dr. Guillermina Engelbrecht Library	MMYTS What's in it for Me? (Repeat) Glenna Cole Room 5A	Outdoor Education Ideas for your summer classroom Barbara Pyle Room 8	Mini - Counseling Techniques Wayne Farmer Lois Vondrell Room 3		Using Reading/Writing Techniques in Content Fields Phyllis Hoddlin Room 1R		(cont.) Martha Ames Room 14	"What you are isn't necessarily what you will be" (Video tape) Dr. Morris Massey (Open to all) Introduced by Stan Patterson Room 5L	Public Relations Everyone's Responsibility (Repeat) Helen Williams Room 1L

Note: Each workshop session is designed with a particular strand in mind; however, you have the option to attend the workshop of your choice.

A-14

BEST COPY AVAILABLE

226 attended

SPRING CURRICULUM WORKSHOP for Migrant Education Personnel

Children of the Seasons

April 11, 1981
West Junior High School
Nampa, Idaho

8:30 - 9:00	*REGISTRATION*							
9:00 - 10:00	*Keynote Speaker:* **JOSE GARCIA** Coordinator, State of Oregon Migrant Education							
10:00 - 10:15	*Snack Break*							
10:15 - 11:15	**EARLY PREVENTION OF SCHOOL FAILURE** Room 2 Pilar D. de Shelton P	**GREAT BOOKS FOR LITTLE KIDS** Room 14 Dr. Brenda Branyan P, E	**CHILD PROTECTION** Room 27 Araceli Canto P, E, C	**DISSEMINATE AND MOTIVATE** Room 21 Mississippi Materials Center P, E	**E S L — RICE, BORSCH AND VEGETABLE SOUP** Room 28 Rick Schneider S	**MSRTS & SIS: WHAT'S IN IT FOR ME?** Room 32 Glenna Cole Leon Johnson All New People	**SUMMER PROGRAM PLANNING** Room 28 Ardis Snyder A	**FOOD AND CULTURE** Room 34 Shirley Vandrell F
11:20 - 12:20	**MINI-COUNSELING TECHNIQUES** Room 1 Luis Vandrell Wayne Farmer E, S, C	**READING TECHNIQUES FOR PRIMARY CHILDREN** Room 15 Debbie Elizondo E	**READING TECHNIQUES FOR MIDDLE-GRADE CHILDREN** Room 16 Lee McGlinsky E		**READING** Room 17 Dr. M. Sauvageau S	**I & R SOUND/SLIDE PRESENTATION MSRTS - SIS UPDATE** Room 32 Glenna Cole Leon Johnson P, E, S, C	**DIRECTOR'S ROLES AND RESPONSIBILITIES** Room 28 Ardis Snyder Glenna Cole A	**FOOD SERVICE PLANNING** Room 34 Martha Ames F
12:20 - 1:15	*LUNCH BREAK* *(Lunch will be served on the premises.)*							
1:15 - 2:15	**INTRODUCTION TO BOWDOIN MATERIALS** Room 15 Sonia B. de Hunt P,E,C,A	**FINGER MATH** Room 16 Sharon Jensen E	**READING** Room 17 Dr. M. Sauvageau E	**DISSEMINATE AND MOTIVATE** Room 21 Mississippi Materials Center P, E	**TEENAGE READERS AND BOOKS** Room 14 Dr. Brenda Branyan S	**P A C ROUND-UP: RODEO OR RECITAL?** Room 2 R. Schneider, C. Ashton, C. Hansen, E. Renfro C, A	**ADOLESCENT HEALTH PROGRAM** Room 28 Ellen Peach David Reese S, C	**FOOD SERVICE PLANNING** Room 34 Martha Ames F
2:20 - 3:20	**HEALTH SCREENING FOR CHILDREN** Room 27 Dr. Richard Brodsky Ofelia Cortinas P, E, C, A		**NUTRITION IDEAS FOR SUMMER SCHOOL CLASSES** Room 1 Shirley Vandrell P, E, S		**CAREER INFORMATION SYSTEM** Teachers' Lounge Keith Pickett Zan Payne S	**WHAT YOU ARE ISN'T NECESSARILY WHAT YOU WILL BE** Room 16 Brent McDonald P, E, S, C, A		

LOOK FOR the letter symbols in the lower righthand corner of each workshop block. They indicate the group for which that workshop was principally designed.

P = Preschool and Primary
E = Elementary
S = Secondary
C = Home/School Coordinators
A = Administrators
F = Food Service Personnel

ALL WHO ARE NEW to the migrant program this year MUST attend the 10:15 session in Room 32.

All administrators and project directors should attend the morning workshops in Room 28.

Sessions in Room 34 are for food service personnel only. .

A-15

BEST COPY AVAILABLE

☆ PRESENTERS ☆

Martha Ames, Food Service Consultant, Idaho State Department of Education

Dr. Brenda Branyan, Associate Professor, Department of Technology, Utah State University

Dr. Richard Brodsky, Physician, Community Health Clinic, Nampa, Idaho

Araceli Canto, District Bilingual Coordinator, Cassia County Schools, Member of the Rape Crisis Team

Anna Charlton, Resource Specialist, Mississippi Materials and Resource Center, Gulfport, Mississippi

Glenna Cole, Regional Coordinator, Migrant Student Record Transfer System, Little Rock, Arkansas

Ofelia Cortinas, Health Consultant, Southwest Idaho Migrant Education Resource Center, Nampa, Idaho

Debbie Elizondo, Migrant Resource Teacher, Marsing, Idaho

Wayne Farmer, Counselor, Southeast Idaho Migrant Education Resource Center, Rupert, Idaho

Sonia B. de Hunt, Curriculum Consultant, Southwest Idaho Migrant Education Resource Center, Nampa, Idaho

Sharon Jensen, First Grade Teacher, Van Buren Elementary, Caldwell, Idaho

Leon Johnson, Educational Resource Consultant, Southeast Idaho Migrant Education Resource Center, Rupert, Idaho

Deborah Light, Workshop Coordinator, Mississippi Materials and Resource Center, Gulfport, Mississippi

Brent McDonald, Director, Southwest Idaho Migrant Education Resource Center, Nampa, Idaho

Lee McGlinsky, Migrant Resource Teacher, Caldwell, Idaho

Stan Patterson, Director, Southeast Idaho Migrant Education Resource Center, Rupert, Idaho

Zan Payne, Vocational Education Consultant, Southeast Idaho Migrant Education Resource Center, Rupert, Idaho

Ellen Peach, CRNP, Community Health Clinics, Nampa, Idaho

Keith Pickett, Vocational Education Consultant, Southwest Idaho Migrant Education Resource Center, Nampa, Idaho

David Reece, MPH, Community Health Clinics, Nampa, Idaho

Terry Reilly, Administrator, Community Health Clinics, Nampa, Idaho

Estela Renfro, Home/School Coordinator, Buhl, Idaho

Dr. Margie Sauvageau, Assistant Professor, Bilingual Education, Boise State University

Rick Schneider, Home/School Coordinator, Idaho Falls District

Pilar D. de Shelton, Educational Resource Consultant, Southeast Idaho Migrant Education Resource Center, Rupert, Idaho

Ardis Snyder, Migrant Program Coordinator, Idaho State Department of Education, Boise, Idaho

Luis Vendrell, Counselor, Southwest Idaho Migrant Education Resource Center, Nampa, Idaho

Shirley Vendrell, Curriculum Consultant, Southwest Idaho Migrant Education Resource Center, Nampa, Idaho

This Spring Workshop is an inservice activity sponsored by the Idaho State Department of Education's Migrant Program, Mrs. Ardis Snyder, Migrant Program Coordinator.

Sincere appreciation is extended to the staff of the Southwest Idaho Migrant Education Resource Center in Nampa, Brent McDonald, Director, and the the staff of the Southeast Idaho Migrant Education Resource Center in Rupert, Stan Patterson, Director.

33 attended

AGENDA

October 8, 1980
Migrant Resource Teachers Workshop

9:00 - 9:15	Introductions, etc. . . . . J. Brent McDonald
9:15 - 9:35	Film: "Increasing Student's Motivation to Learn"
9:35 - 10:30	Directed Discussion . . . . . MERC Staff
10:30 - 10:45	BREAK
10:45 - 11:45	In-put from each MERC Department
	Introduction . . . . . J. Brent McDonald
	Library and Curriculum. . . . . Sonia Hunt
	Nutrition and Health . . . . . Ofelia Cortinas
	Identification and Recruitment. . . . Bob Sanchez
	Graphics . . . . . Kevin Emmert
	Vocational Education . . . . . Keith Pickett
	Counseling . . . . . Luis Vendrell
11:45 - 1:15	LUNCH
1:15 - 1:45	Film: "Motivation and Reinforcement"
1:45 - 2:30	Directed Discussion . . . . . MERC Staff
2:30 - 2:55	Updates
	Skills. . . . . Sonia Hunt
	. . Manie Borge
	Testing Committee. . . . . Shirley Vendrell
	Read-In. . . . . Wanda Bloomquist
	Health Careers Opportunities . . . Viviana Visarraga
2:55 - 3:00	Evaluation and Closing . . . . . Erva Verner
	. . J. Brent McDonald

BLANK PAGE
DO NOT FILM

EVALUATION

Migrant Resource Teachers' Workshop

October 8, 1980

Your position: (Please check as many as may apply to you)

15 Migrant Resource Teacher
1 Classroom Teacher
___ Migrant Instructional Aide
3 Home-School Coordinator
3 Counselor
___ Administrator
1 Other SDE
1 Nurse

Your Students:

8 K-3
15 4-6
12 7-9
8 10-12

Please give us your evaluation of today's workshop by circling the appropriate numbers on the rating scale for each statement.

	Excellent	Good	Average	Fair	Poor
1. Workshop Coordination					
Organization	5-10	4-7	3-2	2	1
Facilities	5-10	4-7	3	2	1
Use of Time	5- 5	4-5	3-4	2-2	1
2. Workshop Leadership					
Knowledgeable	5-14	4-5	3	2	1
Sensitive to Participants	5-9	4-6	3-1	2	1
3. Usefulness of Workshop					
Film (morning)	5- 8	4-8	3-1	2-2	1
Film (afternoon)	5- 8	4-6	3-1	2-2	1
Practicality	5- 7	4-6	3-2	2-2	1
4. Effectiveness of Workshop					
Increased awareness about motivation	5-13	4-2	3	2-4	1
Provided ideas about using motivational methods	5- 9	4-6	3-2	2-2	1
Informed about MERC services	5-12	4-5	3-2	2	1
Informed about other matters of importance	5-10	4-8	3-1	2-1	1

5. Please make other comments that will help us to improve the workshop sessions that we plan for migrant resource teachers.

~~Potluck once a year 1~~
Helpful workshop 111
More on curriculum 1
Good films 1
Too general - things we know 1
Eliminate prizes 11
Films too abstract 1
More from Kevin 1
Inform participants about time limits 11

Aides Inservice Comments:
½ day in districts 1
Need background before films 1
Film not for aides 1

49 attended

WORKSHOP AGENDA

DECEMBER 3, 1980

MIGRANT RESOURCE TEACHERS AND INSTRUCTIONAL AIDES

9:00 - 9:15
Welcome and Announcements

9:15 -10:15
Goal Setting: Possible Approaches to Troublesome Tasks
Presenter: Leila Lewis, Special Projects Consultant,
State Department of Education

10:15 -10:30
Break

10:30 -11:00
An Exploration in Hispanic Nutrition

11:00 -11:45
Continuation of Goal Setting Activities

11:45 - 1:15
Lunch

1:15 - 2:15
An Examination of New Library Materials
Sonia Hunt, Curriculum Consultant, MERC
Allen Stephens, Regional Director, ARISTA

2:15 - 3:25

More Goal Setting Activities

3:25 - 3:30

Evaluation

WORKSHOP FEEDBACK SHEET - December 3, 1980

N = 34

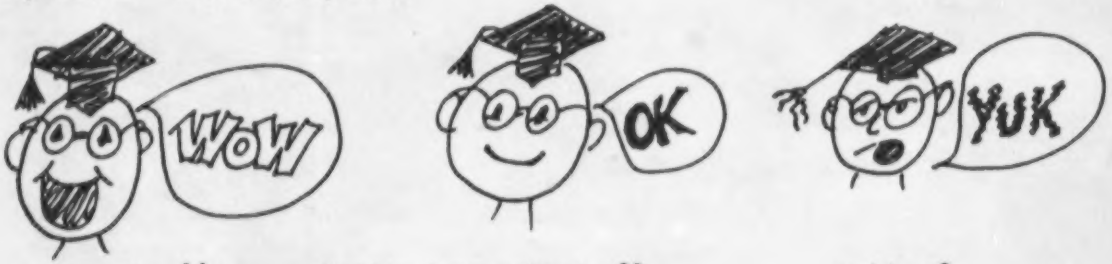
Please circle the appropriate answer

Responses indicated beside each choice.

1. The workshop was:

very helpful - 24 somewhat helpful- 9 not very helpful- 1 completely useless! - 0

2. The place of the workshop was:



great - 14 better than school- 20 yuk! - 0

3. The consultants were:

great - 28 OK - 4 boredom prevailed - 0

4. I feel that as a result of these sessions:

there will be somewhat of a carry over-31 business as usual - 3

5. The general atmosphere of the workshop was such that I felt:

free and open- 26

so-so - 8

up-tight - 0

6. I felt the workshop format was:

just right- 30

too much! - 2

7. I feel that:

a. I would like to see more workshops like this . . . 24

b. Workshops like this are all right 6

c. Forget it! I've had it with workshops . . .

d. I'd like to suggest this type of workshop format:

Workshops sharing teaching ideas

More time for audience response

More on goals and self-image

e. I'd like to recommend the following consultants for future workshops:

Elizabeth Johnson - humor

Ramiro Oliva - music

Developed by: Detroit Public Schools, Office of Curriculum

Southwest Idaho Title 1 - ESEA - Migrant
Migrant Education Resource Center
619 So. Canyon Nampa, Idaho 83651 tel. 467-5200

43 attended

Southwest Idaho Migrant Education Resource Center, Nampa

WORKSHOP

Migrant Resource Teachers and Instructional Aides

January 14, 1981, 9:00 a.m. to 3:30 p.m.

9:00 - 9:10	Introductory Activities Brent McDonald, Director, MERC
9:10 - 10:20	Goal Setting: How's Your Follow-up Coming? Leila Lewis, Special Projects Consultant, State Department of Education; Ellen Howard, Career Specialist, Nampa District.
10:20 - 10:30	Break
10:30 - 12:00	Nutrition in the Curriculum Shirley Vendrell, Curriculum Consultant, MERC; Becky Swartz, Nutrition Consultant, State Department of of Education; Sulayman Ngie, Northwest Nazarene College Fellow from Ghana; Ofelia Cortinas, Health Consultant, Merc; Erva Verner, Services Coordinator, MERC.
12:00 - 1:00	Lunch
1:15 - 2:30	Auditory Discrimination, a Technique to Use with Migrant Students Nova Hatch, Migrant Project Director, Bruneau-Grandview, District # 365
2:30 - 3:25	"Now, about those goals - - - " Leila Lewis and Ellen Howard
3:25 - 3:30	Workshop Evaluation and Closing Remarks

EVALUATION OF WORKSHOP ON JANUARY 14, 1981

Please circle one of the 5 numbers in responding to the questions.
1 = excellent, 2 = good, 3 = average, 4 = satisfactory, 5 = unsatisfactory

Did you receive information that was new and/or helpful?	1	2	3	4	5
Was an opportunity to participate provided?	1	2	3	4	5
What was your overall evaluation of the workshop?	1	2	3	4	5

Comments:

_____

_____

_____

_____

_____

RESPONSES

Workshop attendance: 42

Evaluations completed: 39

Evaluation results:

1. Did you receive information that was new and/or helpful?
   20 excellent, 13 good, 4 average, 1 satisfactory, 0 unsatisfactory
2. Was an opportunity to participate provided?
   19 excellent, 13 good, 3 average, 2 satisfactory, 0 unsatisfactory
3. What was your overall evaluation of the workshop?
   20 excellent, 14 good, 2 average, 2 satisfactory, 0 unsatisfactory

Comments included these:

11 mentioned appreciating the guest from Gambia

2 suggested more presentations aimed at junior high age

1 asked for a workshop on stress

30 forms contained comments; all were positive

Title I - ESEA

Southwest Idaho **MIGRANT EDUCATION RESOURCE CENTER**

619 So. Canyon
Nampa, Idaho 83651

Telephone 467-5288

31 attended

Migrant Resource Teacher's
In-Service

March 18, 1981

AGENDA

9:00 Opening Remarks - Brent McDonald

9:10 Stress Management of the Migrant Students - Luis Vendrell

10:15 Break

10:30 Report from the SDE Testing Committee

11:45 Lunch

1:15 Three Curriculum Groups

A. Early Childhood - Primary, MERC Conference Room

"Early Prevention of School Failure," presented by Pilar Shelton, Curriculum Consultant, Southeast Idaho MERC, Rupert

B. Elementary Teachers, Board Room

"Techniques That Work," Nancy Ash, Migrant Resource Teacher, Homedale

"Rhymes & Proverbs: Ways & Means to Improve Thinking, Reading & Language", Sonia Hunt, Curriculum Consultant, MERC

C. Secondary Teachers, Curriculum Conference Room

"Reading in the Content Areas," presented by Carlene Viner, Migrant Program Director, and Teresa Scheibe, Title I Resource Teacher, Glenns Ferry

3:00 Announcements, Evaluation, Questionnaire concerning 1981-82 Inservice Planning.

3:15 Adjournment

Your help is needed as the MERC staff makes plans for next years' inservice. Please consider each item below very carefully; respond according to the needs as you see them in your own program.

1. TOPICS for inservice emphasis (Prioritize by placing a "1" before the item you consider most important, a "2" before the second most important, etc.):

9	Skills Information System 6.5	7	Arithmetic 4.5
2	Language Development 2.2	10	Calculators/Computers 6.8
4	Oral Language Skills 3.5	11	Science 7.1
6	Puppets, Games, Activities for Language Growth 4.4	12	Nutrition and Health 7.8
		5	Social Studies 3.7
1	English as a Second Language 2.0	8	Learning Theories for Instructional Application 6.2
3	Content Area Reading 2.7		

____ Other topics, such as Recordkeeping

____ Sharing among resource teachers

____ Testing

Junior High resource rooms

2. FREQUENCY of Inservice (Check the one you prefer):

9 Monthly (6 or 7 yearly)

8 Bimonthly (4 yearly)

5 Quarterly (3 yearly)

N = 22

In #1 above, number preceeding item indicates rank order; number following expresses score tabulation.

3. Inservice for INSTRUCTIONAL AIDES (Check one):

7 Attend all with resource teachers

6 Schedule separate sessions

10 Attend some with resource teachers - How many? ____

4. LOCATION of Inservice Sessions (Check one):

18 Migrant Education Resource Center

3 Regional locations

0 District sites

5. Please add comments which would help us to meet your needs regarding inservice. Mention things like appropriate days and times, persons who might conduct the sessions, etc.

Continue on Wednesdays -3

Let aides meet when coordinators meet

Don't separate grade level groups

Inservice new teachers separately

Invite special guests from far places

Title I - ESEA

Southwest Idaho **MIGRANT EDUCATION RESOURCE CENTER**

619 So. Canyon
Nampa, Idaho 83651

Telephone 467-5288

26 attended

Meeting for Home/School Coordinators
October 16, 1980
Agenda

1. Call to order 1 p.m.
2. Announcements
3. Introductions
4. Update by Terminal Operators - Pat Myhre and Viola Hayes
5. PAC Materials
6. MERC Vo-Ed. Consultant - Keith Pickett
7. MERC Counselor - Luis Vendrell
8. CET - Presentation by the Center for Employment Training
   - Oswaldo Reyna
9. Reports - (a) Dropout and Graduates
   (b) Quarterly Activity Report
10. Other Business
11. Adjournment

Title I - ESEA

Southwest Idaho **MIGRANT EDUCATION RESOURCE CENTER**

619 So. Canyon
Nampa, Idaho 83651

Telephone 467-5281
Ext. 238

24 attended

HOME/SCHOOL COORDINATORS

November 20, 1980

AGENDA

1:00 p.m. Call To Order

1. Introductions
2. Minutes
3. Old Business
4. "The Role Of The Coordinator In The Testing Of Migrant Students"
   -Sonia Hunt
5. Nampa Nutrition Extension Program
   -Theresa Russel
6. Health Services -Ofelia Cortinas
7. MSRTS Updating -Viola Hayes and Pat Myhre
   Terminal Operators
8. Auto Enrollment -Bob Sanchez
9. Other Business
10. Adjournment

25 attended

Agenda
Meeting for Home-School Coordinators
February 26th, 1981

1:p.m. Call to Order

1. Center for Employment Training, follow-up presentation by Mr. John Reyna and Mr. Oswaldo Reyna
2. High School Program Planning - Presentation by MERC Consultant, Mr. Keith Pickett
3. Uniform MSRTS Filing System - Terminal Operators, Pat Myhre and Viola Hayes
4. Old Business
5. New Business
6. Other Business
7. Adjournment

BLANK PAGE
DO NOT FILM

29 attended

MIGRANT EDUCATION RESOURCE CENTER
NUTRITION WORKSHOP FOR
HOME/SCHOOL COORDINATORS
May 12, 1981

AGENDA

Call to Order, Announcements

Introductions

Pro-Assessment

Mini Nutrition Lesson

-Factors Affecting Food Choices
-Macro Nutrients
-Micro Nutrients
Film: "How A Hamburger Turns Into You"

Menu Planning

-RDA and U.S. RDA
-Basic 4
-Nutrient Density
Film: "Read The Label, Set A Better Table"

Nutrition Education Ideas and Resources

PRESENTATIONS BY CONSULTANTS OF THE
SOUTHWESTERN IDAHO
MIGRANT EDUCATION RESOURCE CENTER

DATE	TOPIC	PRESENTER/S	LOCATION
9/10-12/80	Oral Language Thru Puppets and Games	Hunt	*Fort Stockton, TX
9/24/80	Crane Reading System	Hunt	Parkview School
9/29/80	Dropout Prevention	Pickett	Glenns Ferry
10/6/80	Careers	Pickett	Wilder
10/6/80	Careers	Pickett	MERC
10/7/80	In-Service on the SIS	Hunt	Mountain Home
10/8/80	Resource Teachers Meeting	MERC Staff	S.W. MERC
10/16/80	Home/School Coordinators Meeting	Sanchez	S.W. MERC
10/21/80	Careers	Pickett	Weiser
10/22/80	In-Service on the SIS	Hunt	Vallivue High School
10/23/80	Motivational Strategies to Promote Oral Language Thru Puppets and Games	Hunt	S.E. MERC
10/24/80	CCS Cartoon Conservation Scales	Hunt	*Colorado MERC
10/28/80	In-Service on the SIS	Hunt	Vallivue Junior High
10/30/80	Awareness of the Disadvantaged (State Regional Voc. Workshop)	Pickett	West Jr. High - Nampa
11/4/80	In-Service on the SIS	Hunt	Marsing District
11/5/80	Migrant Vocational Programs in West Idaho	Pickett	State Dept. of Ed. - Boise
11/5/80	Testing - State Parent Advisory Committee Training	Vendrell	State Dept. of Ed. - Boise
11/6/80	Pre-Institute on Puppets	Hunt	Rocky Mt. Regional IRA-Boise
11/6/80	English as a Second Language	Vendrell	Rocky Mt. Regional IRA-Boise
11/7/80	Skills	Vendrell	Sunnyridge Elementary - Nampa
11/7/80	Reading in Math Class	Pickett	Rocky Mt. Regional IRA-Boise
11/10/80	Vocational Counseling	Pickett	Emmett
11/11/80	MERC Services	Pickett	Grandview
11/11/80	MERC Services	Vendrell	Rimrock Jr/Sr. High
11/11/80	English as a Second Language	Vendrell	Bliss
11/11/80	In-Service on the SIS	Hunt	Parma Elementary
11/18/80	Made Puppets with Students	Hunt	Central - Nampa
11/18/80	English as a Second Language	Vendrell	Parma Junior High
11/20/80	Vocational Migrant Services	Pickett	S.W. MERC
11/20/80	Testing Migrant Students	Hunt	S.W. MERC
11/20/80	Coordinator's Inservice	Sanchez	S.W. MERC
12/3/80	Nutrition	Vendrell	S.W. MERC

DATE	TOPIC	PRESENTER/S	LOCATION
12/3/80	In-Service on the SIS	Hunt	Wilson - Caldwell
12/4/80	In-Service on the SIS	Hunt	Eastside - Mt. Home
12/8/80	In-Service on the SIS	Hunt	West Canyon
12/16/80	In-Service on Skills	Vendrell	West Jr. High - Nampa
12/17/80	In-Service on Skills	Vendrell	South Jr. High - Nampa
1/8/81	COATS	Pickett	Homedale
1/8/81	Drop Out Prevention	Pickett	Marsing
1/12/81	Computer	Pickett	S.W. MERC
1/13/81	In-Service on the SIS	Hunt	Bruneau
1/14/81	Migrant Teachers Meeting	Hunt	S.W. MERC
1/14/81	Resource Teachers Inservice	MERC Staff	S.W. MERC
1/15/81	In-Service on the SIS	Hunt	Bruneau
1/15/81	In-Service on the SIS	Hunt	Grandview
1/20/81	Careers	Pickett	Wilson
1/21/81	CIS	Pickett	Grandview
1/21/81	English as a Second Language	Vendrell	Van Buren - Caldwell
1/22/81	Drop Out Prevention	Pickett	S.W. MERC
1/22/81	In-Service on the SIS	Hunt	Pioneer - Weiser
1/26/81	Vocational Skills	Pickett	CET
1/27/81	CIS	Pickett	Wilder
1/27/81	Goal Setting	Pickett	Marsing
1/27/81	Made Puppets with Migrant Students	Hunt	Bruneau
1/28/81	Drop Out Prevention	Pickett	IMC - Boise
1/30/81	Careers	Pickett	Wilson - Caldwell
1/30/81	Oral Language Thru Puppets	Hunt	Idaho Falls
1/31/81	Migrant Education Program Overview	Vendrell	IEA Executive Board Boise
2/3/81	Accreditation Evaluation	Hunt	Grandview
2/10/81	Migrant Vocational Programs in West Idaho	Hunt	*Portland, Oregon
2/10/81	Teenage Program	Hunt	*Portland, Oregon
2/11/81	Priscilla the Puppet Who . . .	Hunt	*Portland, Oregon
2/17/81	Techniques Using Puppets	Hunt	Bruneau
2/20/81	Computer	Pickett	S.W. MERC
2/24/81	Local Education Association Application Sections	Vendrell	S.W. MERC

DATE	TOPIC	PRESENTER/S	LOCATION
2/26/81	Home/School Coordinators Meeting	Sanchez	S.W. MERC
2/26/81	CIS Demonstration	Pickett	S.W. MERC
2/28/81	Migrant Education Program Overview	Vendrell	IEA Mobile Lab.
3/3/81	CIS Demonstration	Pickett	Vallivue
3/4/81	CIS Demonstration	Pickett	Wilder
3/4/81	In-Service on the SIS	Hunt	Lincoln - Caldwell
3/9/81	CIS Demonstration	Pickett	Glenns Ferry
3/11/81	CIS Demonstration	Pickett	Payette
3/12/81	Testing the Migrant Child	Hunt	S.E. MERC
3/12/81	Testing	Vendrell	S.E. MERC
3/18/81	Testing	Vendrell	S.W. MERC
3/17/81	CIS Demonstration	Pickett	Homedale
3/18/81	Reading Thru Proverbs	Hunt	S.W. MERC
3/19/81	Puppet Play	Hunt	Young Authors - Nampa
3/28/81	Voc-CIS	Pickett	Spring Workshop - Rupert
3/30/81	Using Different Puppets	Hunt	Gifted Students - Nampa
3/31/81	English as a Second Language	Vendrell	Glenns Ferry
4/1/81	In-Service on the SIS	Hunt	New Plymouth
4/2/81	In-Service on the SIS	Hunt	West - Payette
4/3/81	English as a Second Language	Vendrell	Title I - Nampa
4/6/81	General Educational Development	Pickett	West Jr. High - Nampa
4/8/81	CIS Demonstration	Pickett	Weiser
4/8/81	English as a Second Language	Vendrell	Marsing
4/9/81	English as a Second Language	Vendrell	Nampa
4/9/81	In-Service on the SIS	Hunt	West - Mountain Home
4/11/81	Bowdoin Method	Hunt	Spring Workshop - Nampa
4/11/81	Awareness	Vendrell	Spring Workshop - Nampa
4/11/81	Nutrition	Vendrell	Spring Workshop - Nampa
4/11/81	CIS	Pickett	Spring Workshop - Nampa
4/14/81	Making and Using Puppets	Hunt	Centennial - Nampa
4/14/81	CIS	Pickett	S.W. MERC
4/17/81	English as a Second Language	Vendrell	Nampa
4/21/81	Careers	Pickett	Mountain Home
4/22/81	Mexican-American Children's Literature	Hunt	Boise State University

DATE	TOPIC	PRESENTER/S	LOCATION
4/27/81	Skills	Vendrell	Homedale Jr/Sr. High
4/28/81	Mexican-American Children's Literature	Hunt	Boise State University
4/27/81	CIS	Pickett	Melba
4/28/81	CIS	Pickett	Emmett
4/29/81	Skills	Vendrell	New Plymouth Jr/Sr. High
4/29/81	CIS	Pickett	70001
4/29/81	In-Service on the SIS	Hunt	Park - Weiser
4/30/81	Puppets and Culture	Hunt	Centennial
4/30/81	CIS	Pickett	Rimrock
5/2/81	Oral Language Development	Hunt	IABE - Pocatello
5/4/81	Skills	Vendrell	Weiser Jr. High
5/5/81	Skills	Vendrell	Mt. Home High School
5/6/81	Skills	Vendrell	Weiser High School
5/6/81	Voc-CIS	Pickett	Marsing
5/6/81	Voc-CIS	Pickett	Homedale
5/6/81	Voc-CIS	Pickett	Parma
5/6/81	Voc-CIS	Pickett	Wilder
5/6/81	Voc-CIS	Pickett	Notus
5/7/81	Bosses Breakfast	Hunt	Nampa
5/7/81	Language/Awareness	Vendrell	*Regional Educational Leadership Seminar - Portland
5/11/81	Voc	Pickett	High School - Nampa
5/12/81	Voc	Pickett	S.W. MERC
5/12/81	Resource Teacher's Meeting	Sanchez	S.W. MERC
5/13/81	In-Service on the SIS	Hunt	Emmett
5/13/81	Voc-CIS	Pickett	Emmett
5/14/81	In-Service on the SIS	Hunt	North - Mountain Home
5/14/81	Careers	Pickett	West Jr. High - Nampa
5/14/81	Careers	Pickett	70,001
5/15/81	Voc-CIS	Pickett	Chamber of Commerce - Nampa
5/15/81	Making Puppets	Hunt	Idaho Migrant Council
5/19/81	Voc-CIS	Pickett	Rimrock
5/19/81	Voc-CIS	Pickett	Mountain Home
5/20/81	Voc-CIS	Pickett	Chamber of Commerce
5/20/81	CIS	Pickett	New Plymouth

DATE	TOPIC	PRESENTER/S	LOCATION
5/28/81	English as a Second Language	Vendrell	Summer School - Mt. Home
5/29/81	English as a Second Language	Vendrell	Summer School - Grandview
6/2/81	English as a Second Language	Vendrell	Summer School - New Plymouth
6/3/81	English as a Second Language	Vendrell	Summer School - Wilder
6/4/81	English as a Second Language	Vendrell	Canyon District
6/8/81	English as a Second Language	Vendrell	Summer School - Emmett
6/9/81	English as a Second Language	Vendrell	Day Program - Nampa
6/10-13/81	7 Workshops Teenage Activities Oral Language Thru Puppets English as a Second Language Games Testing the Migrant Students Keynote Speech: Kids Say the Most Revealing Things	Hunt	Migrant Institute *Dillon, Colorado
6/12/81	English as a Second Language	Vendrell	Summer School - Caldwell
6/15/81	English as a Second Language	Vendrell	Summer School - Marsing
6/15/81	Nutrition	Vendrell	Summer School - Marsing
6/18/81	English as a Second Language	Vendrell	Summer School - Vallivue
6/19/81	Nutrition	Vendrell	Summer School - Mt. Home
6/23/81	Nutrition	Vendrell	Summer School - Mt. Home
6/30/81	Puppet Presentation	Hunt	Marsing
7/2/81	In-Service on the SIS	Hunt	Vallivue

*Indicates out-of-state presentations

INSERVICE/WORKSHOPS

PRESENTED BY MERC STAFF

1980-81

Date	Presenter	Subject	Location	Attendance
8/19/80	Pilar	Skills	Snake River	8
9/3/80	Pilar	Oral Language	Rigby	6
9/3/80	Leon	Language and Skills	Rigby	3
9/15/80	Leon	Language and ESL	McCammon	4
9/16/80	Leon	Skills	Firth	30
10/8/80	Barbara/ Wayne	Southeast Asian Culture	Rupert MERC	38
10/23/80	Wayne	Resource Teachers & Mental Health	Rupert MERC	20
10/23/80	Pilar	ESL	Rupert MERC	26
10/23/80	Leon	Teachers' Seminar	Rupert MERC	26
10/28/80	Leon	Language/ESL/Math/Culture	St. Anthony	12
10/29/80	Wayne	Services of MERC	Rupert MERC	20
10/29/80	Leon	Massey Tape I	Raft River	22
10/30/80	Pilar	Skills	Oakley	15
11/3/80	Pilar	Skills	Southwest Elem	15
11/07/80	Leon	Cognitive Style	Boise	5
11/12/80	Wayne/ Barbara	Southeast Asian Culture	Rupert MERC	30
11/14/80	Leon	Culture for Psychology Class	Burley	49
11/15/80	Wayne	Consortium/Counseling	Rupert MERC	12
11/19/80	Barbara	PAC Open House	Rupert MERC	33
11/19/80	Wayne	PAC Panel	Rupert MERC	10

INSERVICE/WORKSHOPS PRESENTED BY MERC STAFF (continued)

Date	Presenter	Subject	Location	Attendance
11/19/80	Pilar	Skills	Dworshak Elem	25
11/19/80	Leon	Open House	MERC	10
11/19/80	Pilar	Early Prevention of School Failure	MERC	12
11/20/80	Leon	Skills	Rupert	3
11/21/80	Wayne	Classroom Management/Aides	Rupert MERC	7
12/2/80	Leon	Culture, Curriculum and Skills	St. Anthony	7
12/2/80	Leon	Skills	Ririe	13
12/3/80	Leon	Massey Tape I	Burley	48
12/4/80	Pilar	Skills, EPSF	Jerome	3
12/4/80	Leon	Skills	Rupert	6
12/9/80	Leon	Skills	Roberts	6
12/16/80	Pilar	Skills	Shelley	5
12/17/80	Pilar	Skills	Idaho Falls	2
12/17/80	Pilar	Skills	Blackfoot	3
1/12/81	Wayne	Services of MERC	Acequia	10
1/15/81	Pilar	Skills	American Falls	2
1/22/81	Leon	Skills	Murtaugh	5
1/30/81	Pilar	Oral Language	Idaho Falls	15
2/04/81	Wayne	Referrals/Counseling	Health & Welfare Rupert	6
2/09/81	Leon	Cognitive Style	Western States Portland	15
2/10/81	Barbara	Film Festival	Western States Portland	100
2/09/81	Leon	Cognitive Style	Western States Portland	30

INSERVICE/WORKSHOPS PRESENTED BY MERC STAFF (continued)

Date	Presenter	Subject	Location	Attendance
2/10/81	Wayne	Techniques in Counseling	Western States Portland	50
2/11/81	Pilar	Oral Language	Western States Portland	48
2/24/81	Leon	Administrators' Workshop	Nampa	20
2/25/81	Barbara	Aide Training Session	Rupert MERC	46
2/25/81	Wayne	Mental Health in Classroom/ Counseling	Rupert	40
2/25/81	Pilar	Oral Language	Rupert MERC	46
2/25/81	Leon	Aides' Workshop	Rupert MERC	46
2/26/81	Leon	Administrators' Workshop	Rupert MERC	30
3/03/81	Leon	National Skills Workshop	San Antonio	28
3/12/81	Barbara	Nutrition for Resource Teachers	Rupert MERC	28
3/12/81	Pilar	Testing	Rupert MERC	28
3/13/81	Wayne	Discipline Counseling	Rupert	8
3/16/81	Leon	Skills	Heyburn	28
3/18/81	Pilar	Early Prevention of School Failure	Nampa	10
3/25/81	Wayne	Treatment Techniques/Counseling	Rupert	10
3/25/81	Zan	MERC Services	Rupert MERC	5
3/28/81	Barbara	Nutrition for Food Service Personnel	Paul	31
3/28/81	Wayne	Counseling	Paul	46
3/28/81	Pilar	Early Prevention of School Failure	Rupert	6
3/28/81	Leon	Skills and I/R	Paul	3
3/28/81	Zan	Career Awareness	Paul	1
4/07/81	Leon	Skills	West Minico	10

INSERVICE/WORKSHOPS PRESENTED BY MERC STAFF (continued)

Date	Presenter	Subject	Location	Attendance
4/11/81	Wayne	Counseling	Nampa	40
4/11/81	Zan	Career Awareness	Nampa	21
4/11/81	Leon	Skills and I/R	Nampa	55
4/11/81	Pilar	Early Prevention of School Failure	Nampa	15
4/14/81	Zan	Early Childhood Ed-Single Parent Families	Rupert MERC	12
4/15/81	Wayne	Group Therapy/Counseling	Idaho Falls	2
4/15/81	Wayne	Indian Families Culture	St. Anthony	7
4/28/81	Pilar	Mexican American Culture	Eden Elem	31
4/29/81	Leon	Massey Tape II	Burley	45
5/01/81	Wayne	Classroom Control/Counseling	Rupert	7
5/09/81	Leon	Skills	Salt Lake City	60
5/20/81	Pilar	Latin American Culture	Rupert MERC	25
5/26/81	Leon	Skills	Murtaugh	7
6/02/81	Leon	Skills	Blackfoot	6
6/02/81	Leon	Skills	American Falls	6
6/04/81	Leon	Skills	Valley	8
6/05/81	Leon	Skills	Rupert	15
6/08/81	Leon	Skills	Idaho Falls	12
6/09/81	Leon	Black Hole Presentation	Rupert	18
6/10/81	Leon	Skills	Cassia	4
6/10/81	Leon	Skills	Twin Falls	14
6/11/81	Barbara	Nutrition	Lincoln Elem	67

INSERVICE/WORKSHOPS PRESENTED BY MERC STAFF (continued)

Date	Presenter	Subject	Location	Attendance
6/17/81	Leon	State PAC/Skills Information	Rupert MERC	12
6/18/81	Barbara	State PAC Advisory Committee Meeting	Rupert MERC	8
6/19/81	Barbara	Nutrition	Midway Elem	58
6/23/81	Barbara	Nutrition	Eden Elem	75
6/23/81	Leon	Skills	Menan	7
6/23/81	Leon	Skills	St. Anthony	4
6/24/81	Barbara	Nutrition	Overland Elem	62
6/24/81	Barbara	Health and Safety	Overland Elem	43
6/24/81	Leon	Skills	Moreland	9
6/24/81	Leon	Skills	Shelley	7
6/25/81	Barbara	Career Awareness	Mini-Cassia Teen Program	18
6/24/81	Leon	Skills	Burley Jr.	5
7/08/81	Barbara	Slide Presentation	Pershing Elem	150
8/27/81	Leon	Home School Coordinators' Meeting	Rupert MERC	11

HOME/SCHOOL COORDINATORS'

MEETINGS HELD DURING 1980-81

Date	Presenter	Location	Attendance
11/19/80	Kevin, Norma, Debbie	MERC	12
2/19/81	Kevin	MERC	21

Federal law prohibits discrimination on the basis of race, color, religion, sex, national origin, age, or handicap in any educational programs or activities receiving federal financial assistance. (Title VI and VII of the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973)

It is the policy of the Idaho State Department of Education not to discriminate in any educational programs or activities or in employment practices.

Inquiries regarding compliance with this nondiscriminatory policy may be directed to Jerry L. Evans, State Superintendent of Public Instruction, Len B. Jordan Building, Boise, Idaho 83720, (208) 334-3301, or to the Director of the Office for Civil Rights, Department of Education, Washington, D.C.